



# Bisbee High School

Bisbee Unified District

School Terrace Road, Bisbee, AZ 85603-0028

Mailing Address: 100 Old Douglas Road, Bisbee, AZ 85603-1038

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Vince Creviston

**Schedule:** 7:00 AM to 4:00 PM

**Web Address:** [www.bisbee.k12.az.us/std/bhs/bhs.welcome](http://www.bisbee.k12.az.us/std/bhs/bhs.welcome)

**E-mail:** [vcreviston@busd.k12.az.us](mailto:vcreviston@busd.k12.az.us)

**Grades:** 9-12

**2001 Enrollment:** 411

**Phone:** (520) 432-5714

**Fax:** (520) 432-6105

## ▼ School Overview ▼

### Mission

The mission of Bisbee High School is to produce literate, productive, cultured and responsible citizens who will demonstrate the ability to think critically and solve problems. The staff is committed to excellence in education and will provide high-quality, comprehensive programs based on sound, current educational theory and aligned with the Arizona Academic Standards.

### Organization and Philosophy

- w Traditional
- w Four-period Block
- w Citizenship/Safe School
- w Departmentalized Classrooms

### Instructional Programs

- w Academic Program
- w Vocational Program
- w Fine Arts Program
- w School-to-Work
- w On-site Special Education
- w Honors Classes/Advanced Placement
- w Internships
- w Collegiate Dual Credit Classes

### School/Academic Goals

- w Students will develop skills to use effective oral language. Success in this area will be measured by the number of oral presentation assignments; staff trainings on Cooperative Learning; Cooperative Learnings used in the classrooms.
- w Increase students' reading and comprehension skills. Success in this area will be measured by staff training on teaching reading skills; assign students to read and write in all subjects; student improved scoring on AIMS.
- w Students will write across the curriculum. Students will use the Six Trait Writing Rubric. Students will be assigned significant writing tasks in all classrooms. Student improved scoring on AIMS.
- w Students will use technology appropriate to all disciplines. Exposure to Business Management Training. Technology in the classroom training for teachers. Utilize Math/Science Computer Lab. Career searches.

### Enrollment

October 1, 2000 School Year Student Enrollment:	391
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	160

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 2 Student(s)

### Council Duties

w Principal Evaluation  
 w School Safety Issues  
 w Academic Issues/Curriculum Development  
 w Parent/Educator Relations  
 w Community Resource Inventory  
 w School Improvement Plans

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	9.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	0	0	0
10 or more years	6	0	0	0

## ▽ Shared Responsibilities ▽

### School

School staff strives to provide program for studies in a safe and orderly environment that enable studies beyond high school, and to meet accreditation standards in order to award diplomas when earned. Also the responsibility to report various levels of student progress, school events, calendars and operational information.

### Parents

Support school activities their students are a part of. Get to know their students' teachers. Know school policies, programs and services. Become involved in their children's school programs. Report absences by calling the school. Provide addresses and phone numbers that the school may contact in case of emergency.

## ▽ Transportation Policy ▽

Transportation is available to all high school students. Six buses service the high school. Extra bus runs are scheduled for one hour and three hours after school to accommodate extra academic study and sports practice respectively. Transportation is also provided for all student activity trips. School bus rules and regulations are made available to parents and students in the Student Handbook which is distributed to all students.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/8/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/26/01	1/11/02	3/15/02	5/31/02
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### Additional Calendar/Report Card Information

In addition to report cards, two Parent's Nights are held to coincide with release of Progress Reports which are provided at the half-way point of each grading period.

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Five Computer Labs/One Internet Research	W Media Center/Library
W Auditorium	W Gym/Warren Ball Park

### Extracurricular Activities

W Student Council	W Fine Arts Clubs
W Vocational Clubs	W Athletics and Drama
W Yearbook/Newspaper	W Class Officers/Organizations
W Choral Tours and Performances	W Project Graduation

### School/Community Resources

W Lunch/Breakfast Programs	W Afterschool Gym/Weight Room
W School & Professional Counseling Service	W Crisis Intervention/Health Services
W College Reverse Credit Courses	W Career Center
W City/School Summer Program	W SRO & JPO Services

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Survey of students (3.67) &amp; teachers (3.81) indicated oral presentations by students increased. Training for staff in cooperative learning increased &amp; was rated (3.24). Group learning opportunities increased (3.79). Scale 1-5 (5 is strongly agree).</p> | <p>W Survey of students (3.84) &amp; teachers (4.13) indicates reading opportunities in all classes increased. Staff training, teaching reading skills rated (4.25). AIMS scores for 10th gr. went from 2000-62% to 2001-71% passing. Scale 1-5 (5 strongly agree).</p> |
| <p>W Survey of students (3.93) and teachers (4.13) indicates increased writing across the curriculum. Improved AIMS scoring shown with 10th graders meeting the standards going from 2000-27% to 2001-66%. Scale 1-5 (1=Strongly disagree to 5=Strongly agree).</p>       | <p>W All students after freshman year have been exposed to Business Management Technology. Survey of students (3.53) &amp; teachers (4.13) indicates increased opportunities for using technology in each class. Teacher training (2.88). Math/Sci. Lab use (4.38).</p> |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.1 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	13.6 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	1.1 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	18.5 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	100.0 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.0 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	8.4 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	5.6 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Top Ten Scholars	2001
Multiple Scholarships--Seniors	2001
Principal's List	2001
Excellent Attendance Awards	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	73	533	4%	24%	43%	27%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	76	479	14%	54%	32%	0%	66%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	68	471	56%	16%	21%	7%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	78	34	43	82	34	44	74	45	43	91	42	43	76	47	43
	Language	79	26	37	81	24	39	85	38	39	89	33	40	78	40	41
	Mathematics	78	44	54	81	40	57	86	50	57	90	47	59	80	57	61
10	Reading	72	40	42	72	24	42	81	38	42	87	37	42	--	--	--
	Language	67	39	43	72	28	43	85	39	44	86	39	44	--	--	--
	Mathematics	67	38	46	73	35	47	89	38	49	86	37	50	--	--	--
11	Reading	91	34	46	79	47	46	76	38	44	75	45	45	--	--	--
	Language	84	36	42	80	41	43	83	38	42	69	41	44	--	--	--
	Mathematics	95	32	49	80	43	51	84	39	52	69	47	55	--	--	--

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Strict monitoring of the hallways has decreased student tardiness and increased time-on-task. A closed campus policy has decreased the number of absences after lunch. New heating and refrigeration units in each classroom have improved the classroom environment during the opening of school. Continued presence of law enforcement personnel on campus enhances an already safe and orderly learning environment. Practice of emergency procedures are routinely done.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,168	\$828,922
Classroom Supplies	\$75	\$28,787
Administration	\$667	\$254,995
Support Services-Students	\$428	\$163,576
Other Support Services and Operations	\$1,736	\$663,591
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$5,075</b>	<b>\$1,939,871</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$45,243.38 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Classroom teachers received an additional \$250, remainder was used for a new teacher's salary.

\* Information is self-reported by the district and is unaudited.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	LaVerl Gruely/V. Creviston	(520) 432-5714	
<b>Transportation Policy</b>	R. Olander/L. Silva	(520) 432-6112	
<b>Community Resources</b>	Ron Olander	(520) 432-5381	
<b>School Nutrition Programs</b>	Beverly Jackson	(520) 432-6110	
<b>Parent Organization</b>	Vince Creviston	(520) 432-5714	
<b>Student Health/Nurse</b>	T. Vertrees/S. Jones	(520) 432-5714	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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